

ORIGINAL

ALBERT GALLATIN AREA SCHOOL DISTRICT
PUBLIC HEARING ON WHETHER TO CLOSE
D. FERD SWANEY ELEMENTARY SCHOOL

DATE: August 12, 2015
Wednesday, 6:00 p.m.

LOCATION: Albert Gallatin High School
1119 Township Drive
Uniontown, PA 15401

REPORTED BY: Mary Jane Rucci
AKF REPORTERS, INC.
Notary Public
AKF Reference No. MJ38673

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The within hearing, reported by Mary Jane Rucci, a Court Reporter and Notary Public in and for the Commonwealth of Pennsylvania, was convened at the Albert Gallatin High School, 1119 Township Drive, Uniontown, Pennsylvania, on Wednesday, August 12, 2015, commencing at 6:00 p.m.

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FOR ALBERT GALLATIN SCHOOL DISTRICT:
Lee Price, Esq.
ANDREWS & PRICE
1500 Ardmore Boulevard
Suite 506
Pittsburgh, PA 15221
P 412-243-9700
F 412-243-9660

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(Whereupon, the within proceedings
were convened as follows):

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MR. SHOLTIS: Good evening everyone.
I'd like to thank you for coming this evening
to this hearing regarding the D. Ferd Swaney
Elementary School. My name is Doug Sholtis.
I'm president of the Albert-Gallatin School
District School Board. At this time, I would
like to turn the meeting over to our solicitor,
Lee Price, of the law firm of Andrews & Price.
Thank you so very much.

MR. PRICE: Thank you, Mr. Sholtis.
This is the time and place for a public hearing
on the question of whether or not to
permanently close D. Ferd Swaney Elementary
School. Should the School Board, ultimately,
decide to close the school, the closing would
not occur until the start of the 2016/17 school
term. At this point, I'd like to have the
board members who are present introduce
themselves starting with the gentleman on my
right.

MR. PLISKO: Kenneth Plisko.

1 MR. MYERS: Jeff Myers.

2 MR. DeGUISPE: Tom DeGuispe.

3 MR. SHOLTIS: Douglas Sholtis.

4 MR. DUNHAM: Michael Dunham.

5 MR. KOPAS: John Kopas.

6 MS. SWANEY: Janet Swaney.

7 MR. COLEBANK: Ed Colebank.

8 MR. HOWARD: David Howard.

9 MR. PRICE: Notice of tonight's
10 hearing was officially advertised in the
11 Herald-Standard which is a newspaper of general
12 circulation, and that was done on July 16th,
13 2015. Notice was also placed in the Fayette
14 Legal Journal on July 25th, 2015. The proofs
15 of publication will be made part of the record.
16 This public hearing is being transcribed by a
17 court stenographer, the lady sitting here to
18 the left. Therefore, it is important that we
19 have only one individual speak at a time. The
20 transcript of tonight's hearing will be
21 available for individual board members to
22 review. Initially, the school district's
23 administration will be making a presentation
24 explaining the reasons for administration's
25 recommendation that D. Ferd Swaney Elementary

1 School be closed, again, commencing with the
2 2016/17 school term.

3 You want to be aware that the maximum
4 amount of time we're allotting to an individual
5 speaker who wishes to address the board at this
6 hearing is five minutes. If we don't have too
7 many speakers, we'll bend the rules a little
8 bit there. Some members of the public may have
9 taken the opportunity to reserve speaking time.
10 If they did, those individuals will have the
11 first opportunity to speak. If you are
12 choosing to ask questions rather than making
13 comments, please be advised that your questions
14 will be turned over to administration to
15 answer. If administration is unable to answer
16 your questions tonight, it will respond to you
17 in writing. In such cases, both the questions
18 and the written response will be given to the
19 school board members for their information. If
20 anybody has any written comments that they wish
21 to be made part of the record, please deliver
22 them to me. We understand that some people
23 would rather not speak, but you may have
24 something written that you want to submit to
25 the school board. That will be made part of

1 the record provided you bring it up to me
2 before the conclusion of tonight's hearing. As
3 mentioned, some members of the public have
4 taken the opportunity to reserve speaking time.
5 Anyone who wishes to speak at tonight's
6 proceeding, should still go to Ms. Patterson at
7 the small desk on the right. If you haven't
8 already signed in, please do so. You will have
9 to give your name and address. Those people
10 who do that will be given the first opportunity
11 to address this hearing. Please be reminded
12 that every speaker is required by law to state
13 your name and address for the record. That's
14 due to the public right to know law -- the open
15 meeting law, excuse me.

16 If time permits, if we have any
17 written comments, we will, actually, read those
18 into the record, otherwise, they'll still be
19 made part of the transcript of tonight's
20 proceeding. Now, one last final note before we
21 get into the presentation by administration.
22 Please note that the school board will not be
23 making a decision tonight on whether or not to
24 close D. Ferd Swaney Elementary. The school
25 board will not make that decision until at

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least three calendar months have elapsed since tonight's meeting. So, therefore, the earliest a decision could be made or would be made, would be at the November 2015 regular school board meeting. So, again, no decision will be made tonight. The purpose of this hearing is for the Board to hear citizens comment on this topic.

At this point, we're going to turn the presentation over Mr. Carl Bezjak, who is the school district's superintendent, and, as you can see, he has prepared a PowerPoint to help work through the presentation to explain the reasons why administration is making the recommendation to close the elementary school. Mr. Bezjak, sir?

MR. BEZJAK: Thank you, Mr. Price. I also would like to thank you for coming to this very important meeting tonight. Hopefully, the PowerPoint presentation will address many of your concerns. I would only ask that you hold your questions until after the presentation. Mr. Bolin?

Reason behind our decision, funding decrease. And I know most of you have been

1 following the State of Pennsylvania PDE
2 allotment for public school funding. And since
3 before this administration, we've been
4 decreased millions of dollars, and I'm going to
5 save that part for my business manager, Denise
6 Sheetz, to go over the decrease in funding
7 allocations from the State of Pennsylvania.

8 Other factors that we considered:
9 declining enrollment. A decrease of 1,157
10 students since 1988. Presently, in my high
11 school, I have 1,152 students. Actually, we
12 lost this high school. That's how many
13 students Albert-Gallatin has lost since 1988, a
14 high school.

15 The third reason, we have a brand new
16 building less than four miles away, a LEED
17 building, a blue-ribbon school, that's
18 under-utilized. And these are three of my
19 concerns that we don't need to realign D. Ferd
20 Swaney into that new facility. I'll now turn
21 the presentation over to my controller, Denise
22 Sheetz, to explain the decrease in funding.
23 Ms. Sheetz?

24 MS. SHEETZ: Good evening. I'll just
25 give you a brief summary of what's happened

1 with our basic ed subsidy and other state
2 revenues over the last six years. If you look
3 at the screen at the top, in 2008/2009, our
4 basic ed total in blue was \$22,118,000. In
5 09/10 and 10/11, combined with the stimulus
6 loan, our basic ed subsidy increased 765,000 in
7 09/10 and 631,000 in 10/11. In 11/12, you see
8 the number in red in the first column, those
9 increases were, basically, (inaudible), so we
10 were back, as you see, the number, we were
11 restored back to the same level as 2008/2009
12 funding. Our funding remained, basically, the
13 same in 2012/13. We did receive an increase in
14 13/14 of 314,000, and in 14/15, the increase
15 was 651,000, however, part of that number came
16 from the accountability block grant that was
17 folded into that. You'll see that on your next
18 screen. Chris, can you flip back one more?
19 The numbers in orange, you can see at the
20 bottom of 14/15, you look up to 10/11, 2014/15
21 funding is still 11. It's lower than 10/11.
22 These are other revenues that were either lost
23 in part or totally lost. Our cyber
24 school/charter school reimbursement was totally
25 eliminated in 11/12. As was the educational

1 assistance program which provided tutoring.
2 Our accountability block grant was -- that
3 fund, all of the kindergarten, that was reduced
4 by two-thirds, and that's the 339,000 that was
5 folded into the basic ed loan increase for
6 14/15, and dual enrollment was also taken away.

7 This screen is a -- it compares the
8 total revenues. That's the basic ed money
9 combined with the revenues on the previous
10 screen. This is just a bar graph showing you
11 that those total revenues, if you look in the
12 first column of the bar graph, it is, actually,
13 slightly lower than the 2008/09 column on the
14 far right. This is a chart showing -- or a
15 line graph showing the comparison of the
16 increase or decrease of the revenues over the
17 prior year, so you can see in the middle, the
18 2011/12 or the number in red and the bar in
19 white, that is what we lost in funding in the
20 2011/12 school year. That was \$2.4 million.
21 This is the loss from our Title I funding. In
22 total, you can see the at the bottom in red,
23 that was 535,000, just a little over half a
24 million dollars we lost in our federal funding
25 as well as what we lost in our state funding.

1 And now I'll turn it back over to Mr. Bezjak.

2 MR. BEZJAK: Thank you, Ms. Sheetz.

3 The next slide is from Crabtree Rohrbaugh &
4 Associates. It was a feasibility study in
5 2010. And I'll go over line by line with you.
6 The student enrollment in the district is
7 likely to continue a moderate decrease over the
8 next several years. PDE enrollment projections
9 for 17/18 indicate a decrease of about 11.4
10 percent over the next few years, and that's
11 statewide. Analysis between regional and local
12 historic trends in the Albert-Gallatin district
13 indicate the potential for student to decrease
14 with the possibility of minimal growth over the
15 long term. What they're saying is we're
16 averaging around -- and I'll show you the line
17 graph -- about 244 to 260 kids. We'll get a
18 minimal increase to -- basically, we'll never
19 get back to the 360 students per class per
20 grade level that we once obtained in '86, '87,
21 and '88. Those days are gone. Minimal growth,
22 but a decrease in student enrollment is where
23 we are.

24 Enrollment projection models include
25 basic limitations such as internal school

1 district policy changes. I have no policies
2 here to XXX goal I have none. External factors
3 and other considerations such as emerging and
4 changing housing and population trends, all of
5 which can have an effect on the accuracy of the
6 program. Again, what's being built or not
7 being built. Construction of new housing. The
8 district has no control over that. Annual live
9 birth data and the status of the district's
10 total parochial, private, and home-school
11 students, will have a direct effect on the
12 enrollment projections and should be monitored
13 annually, and that's what we're doing.

14 Although, it is apparent that while the student
15 enrollment in the district will likely begin to
16 decrease -- again, it reinstates that -- over
17 the next few years, there is no anticipated
18 significant decrease in overall population.
19 What it, basically, is saying, we have a
20 decrease, minimal growth, and we're going to
21 sustain around 250 students per year. This is
22 a chart graph of student enrollment that we
23 keep every year, and if you look at 87/88 to
24 14/15 is where you're going to see my 1,157
25 students that we lost. And, again, this is a

1 high school. I lost a high school within the
2 Albert-Gallatin School District. This is the
3 low enrollment trend, and this is the birth
4 rate. 2009/10, 244; slight increase to 252;
5 down one student, 251, 2011/12; and we did have
6 an increase of 12 births in 12/13. And they do
7 not have 13/14 data. But we are not going to
8 get back to the 360-70 birth rate per grade
9 level that we once had. The anticipated growth
10 with 43 opening up, the industrial park we
11 anticipated, it never came. Chris?

12 Reasons again for the realignment.
13 A.L. Wilson was constructed in 2008, and if you
14 have been there, it is a gorgeous, gorgeous
15 LEED building. We house most of our in-service
16 programs there. It's a gorgeous
17 state-of-the-art LEED building. Current
18 population, student population, I believe is
19 232. PDE capacity is 425. That puts us at 55
20 percent utilized. We have empty rooms there.
21 Empty rooms that we're cleaning. Empty rooms
22 we're heating and air conditioning. And less
23 than four miles from D. Ferd Swaney.

24 D. Ferd Swaney, again, only 59
25 percent utilized. Student population 205.

1 It's a great building, but, again, we're
2 cleaning, heating, not used at full capacity,
3 and within the same neighborhood, A.L. Wilson,
4 brand new building, A.L. Wilson, 3.9 miles
5 away. Chris?

6 Now, with that said, with the
7 enrollment figures, utilization of the
8 buildings, I'll turn it over to the
9 transportation part to my transportation
10 director, Mr. Chris Pegg.

11 MR. PEGG: The next couple slides,
12 Mr. Bolin, you can move through. They're just
13 scenarios throughout the district that I went
14 out, got mileage throughout the area of D. Ferd
15 Swaney through the suggested schools of
16 attendance with kids in the areas. What I
17 would like to turn your attention to -- we
18 didn't have enough XXX in terms of the map of
19 adding them to the wall to my right. But these
20 are the proposed maps with your areas for
21 George Plava Elementary, Smithfield Elementary,
22 and A.L. Wilson Elementary. The map on your
23 far right is color-coded. I had that made so
24 you could see your new attendance area. The
25 map on your far left is the current design of

1 our district on how the attendance areas are.
2 When we're finished speaking, feel free to come
3 over and take a look at the map for the areas
4 in which you reside or you may have kids
5 residing in the schools that they attend. I'm
6 going to focus on George Plava's attendance
7 area. Basically, the area that we -- that I
8 propose that we add to George Plava attendance
9 area is this section right here, which this
10 bottom line signified where George Plava's
11 attendance area, and, currently, on that side
12 of the district, which is close to Walnut Hill
13 Road. This area that I circled, that would
14 include areas of Walnut Hill Road or Oven Road
15 which is down close to the Arby's on Walnut
16 Hill Road. The area of Ball Diamond Road,
17 Amend Road, Hays Road, and Walnut Hill Road to
18 Continental Three. All students in that area
19 would attend George Plava starting in the 16/17
20 school year. In addition to that, areas along
21 Walnut Hill Road, there are currently areas
22 along Walnut Hill Road that kids do go to
23 George Plava. The area of High House, that
24 section of Walnut Hill Road, where I live, my
25 kids went to Plava, and we extended their

1 border. From Sunshine Hollow Road to Oven
2 Road, it's, approximately, about 3.1 mile,
3 something like that, from Sunshine Hollow to
4 Oven Road. The opposite direction, the current
5 border stops at High House Road to Walnut Hill
6 Road. We've extended the border of Walnut Hill
7 Road to Strickland Estates. Students at
8 Strickland Estates would attend George Plava.
9 The only other area effected that D. Ferd will
10 effect if you go to Plava would be York Run
11 Road from the area of High House where York Run
12 intersects the Walnut Hill Road down to Hope
13 Road. So that section is about a mile or so in
14 that direction where we are extending the
15 border of George Plava. So to reference that
16 to the district-wide map, the proposed map for
17 next year, this is the area right here that
18 would go to Plava. And you can see the
19 distance from -- I'm going to put right in the
20 middle around Amend to George Plava. This is
21 the area of Amend to the new A.L. Wilson. You
22 can see it very close in proximity. It might
23 be a difference of a few tenths of a mile. To
24 be specific, if you're familiar with
25 Continental, where Joe's Market used to be --

1 it recently burned down -- that's Center Road.
2 From there to Plava and from there to A.L.
3 Wilson, there wasn't much difference, but that
4 area of the district makes the most sense.
5 This is the map of the Smithfield Elementary.
6 And I do apologize, the old map is not
7 color-coded. They're just different color
8 coordinates, so it's very hard to see.
9 Smithfield attendance area was extended -- if
10 you go from where Smithfield Elementary is now,
11 from Liberty Street down at the bottom where
12 you make a left to go to where the ballfield
13 is, as soon as you make that left at Fox Hollow
14 Road, that turn is the D. Ferd Swaney
15 attendance area. It's three-tenths of a mile
16 to Smithfield. We are going to take students
17 that live in that area, from that intersection,
18 all the way out to Haydentown Hill Road which
19 is along 857. From that point at 857 up to
20 Mudpike Road, students living along Mudpike
21 Road clear up to Miller Road, and Miller Road
22 on in, those students will be attending
23 Smithfield Elementary, students along the
24 Jackie Frank Road in the Haydentown area.
25 Those areas are, actually, closer to Smithfield

1 than they are to D. Ferd. On the other side of
2 the district, on this end, the border now, you
3 come out of Smithfield on High House Street,
4 cross over Smithfield-Masontown Road, that
5 becomes Smithfield-High House Road. Students
6 along Smithfield-High House Road, all the way
7 out to Fan Hollow Road will attend Smithfield.
8 That includes students that live in Gilmore.
9 Students that live on Sleepy Hollow Road and
10 right up here to where it connects onto
11 Township Drive, just a stones throw away here,
12 from Township Drive through the entire Sleepy
13 Hollow Road area will attend Smithfield. Jump
14 up to the next area, onto 119, Big Six Road.
15 119 at Big Six Road, all the way into
16 Smithfield, all students living in that area,
17 that includes Smithfield Estates, those
18 students will attend Smithfield Elementary. I
19 think that -- I'm going to jump back to Plava
20 because I skipped one piece of information
21 about the (inaudible) border. If you go
22 through Amend and you go all the way up to the
23 intersection before Walnut Hill Church, where
24 Amend Road/Collier Road/Ball Diamond come
25 together, that will be the cut-off for Plava.

1 There aren't any students living close to
2 Walnut Hill Church. You don't really pick up
3 housing until you get past Langley Road toward
4 Collier. All of those students will go to A.L.
5 Wilson. So the border for Plava stops right
6 there at that intersection.

7 Smithfield's borders were extended in
8 this direction, a little over a mile to
9 Township Drive from where the border used to
10 be. And then the other direction toward
11 Haydentown, the border is extended,
12 approximately, three times, give or take a
13 couple tenths. I want to say it was 3.2 miles
14 to where Miller Road is. All other areas that
15 I didn't mention that are currently D. Ferd
16 Swaney's attendance area, those students will
17 attend A.L. Wilson. Now, how does that effect
18 the kids by the numbers? Basically, for Plava,
19 with the (inaudible) in that area into Plava,
20 you're looking at approximately -- I'm going to
21 estimate because we don't have next year's
22 kindergarten numbers here, so I kept fifth
23 grade numbers in my projection, so you're
24 looking at about 45 to 50 kids. Smithfield,
25 the numbers that I projected to go into effect,

1 you're looking at Smithfield for probably about
2 35 -- roughly, 35, maybe up to near 40; and
3 A.L. Wilson, you're looking at, approximately,
4 120 to 130 kids going into the A.L. Wilson
5 School. If you have any questions for me about
6 the area in which you live, I can't answer that
7 right now, but you can come see me afterward.
8 I have a lot of other information about the
9 areas. Like I said, these black dots I made on
10 the map, this is the current location of D.
11 Ferd Swaney. This is A.L. Wilson Elementary.
12 This is Smithfield Elementary. This is George
13 Plava. So transportation-wise, I did consult
14 with First Student, our contractor, reviewed my
15 suggested proposal. We will continue to work
16 on what bus routes look like from the high
17 school to middle to elementary and revamp
18 everything throughout the district
19 transportation-wise. That's all I have.

20 MR. BEZJAK: Thank you, Mr. Pegg.

21 I'm going to turn the remainder of the
22 presentation over to rest of my administration,
23 Dr. Hutson, Ms. Baker, Ms. Jordan, Ms. Rosie,
24 and Ms. Dunham. I believe we'll start with
25 A.L., Ms. Baker.

1 MS. BAKER: Good evening. We'd like
2 to just share with you some of the projections.
3 Mr. Pegg did speak on a little bit of the
4 numbers about students who would be going to
5 which schools, but we'd like to give you just
6 an idea of total numbers, what that would look
7 like. And remember, these are just
8 projections. They can increase or decrease at
9 any time. Administration would make
10 adjustments accordingly. I think Ms. Jordan
11 will speak a little bit more to that. For A.L.
12 Wilson, student enrollment would be around 362
13 students. That's with the new bus
14 transportation routes. We would do regular
15 education classrooms, about 16. Two learning
16 support classrooms, and we would maintain our
17 life skills classrooms as well.

18 MS. JORDAN: As you can see,
19 Smithfield would be around 337, but looking at
20 my numbers today, our numbers are down in
21 Smithfield somewhat. At the close of the day
22 today, I had 282 students. If I add the even
23 40, it's not going to take me up to that
24 projected number, but, again, that can
25 fluctuate in and out because we really don't

1 have exact numbers. As you all know,
2 Albert-Gallatin is very transient, so one day
3 we can have five kids move out, and another day
4 we can have two or three children move in. So
5 we do have a large transient students moving in
6 and out, so our numbers do fluctuate. With
7 that number, that would require us to have 14
8 regular ed classrooms, two learning support
9 classrooms, and we do not currently have life
10 skills classroom, but we do have the room to
11 facilitate this. Currently, I have rooms in my
12 building for the first time that aren't being
13 used because my numbers are down, and I've
14 always had extremely large numbers in
15 Smithfield. So our numbers are showing a
16 decrease in the Smithfield area.

17 MS. ROSIE: Good evening. As of
18 right now, we have a projected number of 340.
19 At the close of business today, we had 311.
20 Currently, we're looking at 15 regular ed
21 classrooms, two learning support classes, and
22 right now we do not have the life skills
23 classrooms in our building. However, I do have
24 room for expansion. Currently, I have three
25 classrooms that are under-utilized with the

1 possible expansion of two more. So at the
2 time, I have a total number of enough
3 classrooms for 340.

4 MS. BAKER: And I'll speak to the
5 rooms at A.L. Wilson. Currently, this year,
6 we'll have about three empty classrooms, but
7 we'll have a possible six classrooms that can
8 be utilized for the influx of students in the
9 16/17 school year.

10 These are, looking ahead, grade level
11 enrollments. The kindergarten, again, is a
12 projection. A.L. Wilson, we're looking at 80
13 kindergarten students; our first grade around
14 56; our second grade at 65; third at 50; fourth
15 grade of 49, and fifth grade at 62. And
16 Smithfield's are there for you to see.
17 Currently, we're thinking about 46 in
18 kindergarten; 50 in first grade; 72 in second
19 grade, 63 in third; 50 in fourth; and 56 in
20 fifth grade. George Plava follows as well at
21 60 in kindergarten; 60 in first; 72 in second;
22 54 in third; 44 in fourth; and 50 in fifth.

23 MS. DUNHAM: Just a little bit of
24 clarification. I'm Sharon Dunham, special ed
25 director. The learning support classrooms

1 projected for A.L. Wilson do not take into
2 account any incoming kindergarten students, and
3 that was taking out the fifth grade. So that,
4 actually, in all likelihood, would add a
5 learning support classroom, so that would
6 probably be three learning support classrooms.
7 And you'll note that that does not include the
8 autistic support classroom that is currently
9 housed at D. Ferd Swaney. That classroom would
10 not be closing, but due to space availability
11 at A.L. Wilson, we would, in all likelihood, be
12 moving back to another building. It's probably
13 a little bit premature at this time, moving
14 ahead, if the board would choose to close D.
15 Ferd Swaney, I would have recommendation at
16 that time, probably, three months from now, but
17 I have a spot in mind. And no services would
18 be compromised in any way. That class would
19 be, basically, identically serviced to the
20 students that are in there right now, so that
21 would also be out there. Just not at D. Ferd
22 Swaney, not available, so, essentially, no
23 classrooms would close, no teacher positions
24 would be eliminated, and we would also maintain
25 one speech therapist as well.

1 MS. HUTSON: XXX it's more about
2 maximizing this school and human capacity, so
3 if you have any questions for me, I'm here to
4 address those as well.

5 MS. BAKER: Looking ahead at teacher
6 counts for each of these schools, this slide
7 shows teacher counts. The next slide will show
8 us projected class size averages. With A.L.
9 Wilson in kindergarten, we're looking that four
10 teachers; in first grade, two; second grade,
11 three; three in -- two in third grade, excuse
12 me; two in fourth grade; and three in fifth
13 grade. Now, in Smithfield, we're looking at
14 two, kindergarten; two, first; three, second;
15 three, third; two, fourth; and two, fifth.
16 What you have to realize that when those
17 numbers fluctuate, depending on where the need
18 is, then that's where the teachers are put in
19 because you don't know. We're just projecting
20 numbers, so as numbers would project increase
21 or decrease, you might see a difference in the
22 number of teachers at any given position.

23 MS. ROSIE: For the George Plava,
24 three, kindergarten; three, first; three,
25 second; two, third; two, fourth; and two fifth.

1 And, again, projected numbers XXX can fluctuate
2 depending upon how many students in the class.

3 MS. BAKER: And with that said,
4 looking at the projected class averages based
5 on the number of teachers that are shown on the
6 XXX side, A.L. Wilson in kindergarten, we're at
7 20 students per class. In the first grade, 28
8 students; second grade, we're looking at 22;
9 third grade, 25; fourth grade; 25; and fifth
10 grade, 21. And at Smithfield, it would be 20
11 to 23 if we're going to go XXX. 25, 24, 21,
12 25, and 28. Those are not large numbers for
13 Smithfield. Smithfield is always going to be
14 XXX at 27, 28 students. And, again, that all
15 depends on the budget and what kind of money
16 comes from the State as far as how many
17 students are in the class. And George Plava as
18 well, 20 for kindergarten; 20, first; 24 for
19 second; 27 for third; 22 for fourth; 25 for
20 fifth.

21 MR. BEZJAK: Parents, that concludes
22 our presentations. We will address any
23 questions. If you have a question or concern,
24 you can please step to the podium.

25 MR. PRICE: Thank you, Mr. Bezjak,

1 and all the administrators for giving the basis
2 for their recommendation. At this point, if
3 you don't have a question, but you have a
4 comment, we'd be most interested -- the school
5 board would be most interested in hearing your
6 comments. At this point, we only have, looks
7 like, nine speakers who have signed up, and
8 we're going to call them in order. Again, if
9 afterwards, anybody else still wishes to speak,
10 we're willing to sit here. We'll be here to
11 listen to your comments for the rest of the
12 evening.

13 The first person who signed up was a
14 Ms. Prissa Walls. Is she here? I'll tell you
15 what, Ms. Wall, I'll go ahead, since I can read
16 your writing. Ms. Walls resides at 188
17 Shadyside Road, Uniontown, PA. Please speak
18 loud enough for the court reporter and the
19 Board to hear you.

20 MS. WALLS: Let me first say I have
21 three children in the school district. My
22 oldest daughter Sarah is 18. She graduated
23 from Albert-Gallatin. She did very well at
24 Albert-Gallatin. She received a lot of money.
25 She's attending Washington and Jefferson in the

1 fall. She went to school at D. Ferd Swaney
2 Elementary. My second middle child is going
3 into the fourth grade. I have a ten-year gap
4 between them, and I have to say the core values
5 they're teaching at D. Ferd Swaney still
6 remain. I've gotten good reports in all the
7 years. I've never had any complaints about the
8 school or the teachers or the administrator
9 down there. I understand the school has to do
10 something about the money situation, and the
11 decline in population, and I understand that
12 changes have to be made. Most kids learn the
13 most values in elementary school. My children
14 would not be the children they are if they
15 weren't getting a good education at a young
16 age. They're learning good study habits, good
17 schedules, and they're learning with good
18 people. I feel that you guys just need to
19 relook at it, look around. There are other
20 buildings, Smithfield Elementary, for example,
21 that school is over-populated. That's an older
22 school. There isn't enough data for you guys
23 to do this. Why does it have to be D. Ferd? I
24 know that A.L. Wilson is a beautiful school,
25 but a greener school does not mean a happier or

1 a healthier education. We have high school
2 students. We have middle school students.
3 They are better equipped to handle these
4 changes to be moved around from building
5 themselves. What is the plan if the population
6 increases? What happens later on down the
7 road? What is the plan for Title I? I'm aware
8 that A. L. Wilson is not getting any Title I
9 funding. Albert-Gallatin does. I just think
10 this is too early to make the decision to close
11 this elementary school. Again, I'm going to
12 focus on the education of the child and not
13 once did I hear anybody here say that the
14 quality of education is going to increase with
15 the closing of D. Ferd Swaney. That's all I
16 have to say.

17 MR. PRICE: Thank you, Ms. Wahls.
18 The next speaker is Mr. Floyd Coddington. And
19 I'll spell that for the record as he comes up.
20 C-o-d-d-i-n-g-t-o-n, and he resides at 190
21 Shadyside Road, Uniontown.

22 MR. CODDINGTON: I'm just going to
23 put out a couple of concerns. A concern we
24 have is with the closure -- or if you close D.
25 Ferd Swaney, the student to teacher ratio is

1 going to be more -- a higher ratio so it's
2 going to be less attention to students I feel,
3 so there's that concern. And then on the
4 transportation side, we're going to have over
5 crowding in the buses as far as realignment of
6 the areas for transportation. How is that
7 going to effect our students? Those are just
8 some of the concerns I had.

9 MR. PRICE: Thank you,
10 Mr. Coddington. Next we have, I believe it's
11 Patty Pennington, or is it Cathy? Is it Patty?

12 MS. PENNINGTON: It's Patty.

13 MR. PRICE: And for the court
14 stenographer, that's P, like in Paul,
15 e-n-n-i-n-g-t-o-n, and Ms. Pennington resides
16 at 2 Farmview Street, Fairchance, PA.

17 MS. PENNINGTON: I'm not totally
18 prepared to speak. I just wanted to hear what
19 prompted these changes and why we're looking in
20 the future, and I understand that there are
21 advantages and disadvantages to realigning,
22 consolidating. But I guess my biggest concern
23 is we didn't see any historical studies or any
24 kind of evidence that shows how this is going
25 to impact students' and teachers' performance.

1 So those are some of the concerns that I would
2 like to see addressed maybe in the future
3 before a decision is made. So I'd like to, not
4 only that, but also look at some of the numbers
5 projected for A.L. and I noticed that -- I
6 think it was the third grade classes for 2016,
7 they have about 25 students, and those kind of
8 grades has -- how was that number tabulated
9 because, currently, for that class there are 27
10 kids. And I agree with some of the other
11 parents, you know, there is something to be
12 said for small class size, you know, obviously,
13 there's individual one-on-one learning, but
14 that's something I would like to hit on, and,
15 obviously, I kind of feel that it's going to be
16 counter-intuitive to say we want to keep the
17 school open but there's a decline in
18 enrollment, but why are people going to come
19 there if there's nothing here for them. So
20 those are just some of the thoughts and
21 comments that I had. I'd like you to consider
22 them before you make a decision.

23 MR. PRICE: Thank you, ma'am. The
24 next speaker is Theresa Shelott. Am I
25 pronouncing that right? That is S-h-e-l-o-t-t,

1 and Ms. Shelott resides at 193 Gilmore Road,
2 Uniontown.

3 MS. SHELOTT: I agree with these
4 ladies. I graduated from Albert-Gallatin in
5 1995. When we got to the seventh grade, and we
6 were split up into groups, the children that
7 came from A.L. Wilson in that year were the
8 smartest kids in our class. Absolutely were.
9 I don't know why. That being said, I know that
10 people have moved there from D. Ferd Swaney to
11 go to A.L. Wilson because they felt their
12 education is better there. Now, you're going
13 to take all of these children from the first
14 grade into these classrooms, make these classes
15 bigger, but is that going to boost their
16 education because I feel -- I don't have a
17 problem with the education these children get
18 at D. Ferd, but when I talk to people at A.L.
19 who have these same classes and the school work
20 that my children are doing in the same grade,
21 they don't come home with homework. Whether
22 it's the school work that they're doing any
23 differently than the school work that my
24 children are doing in the same grade, I feel
25 that's an issue, and every elementary school in

1 the school district should be doing the same
2 exact thing. Every child should be learning
3 the same thing. Somebody's child is going to
4 get left behind. It might be mine. It might
5 be yours. It might be hers. Nobody knows, but
6 28 kids is not going to fix that problem.
7 Every school, every child, deserves that same
8 education. I don't have a problem with
9 teaching my children at home, but if I'm going
10 to send them to school for eight hours, and
11 then spend three hours doing their homework at
12 home, that's not fair to me or them. That's
13 all I have to say. Thank you.

14 MR. PRICE: The next speaker is
15 Mr. Wendall Everly, Jr. That's W -- excuse me,
16 E-v-e-r-l-y. And I believe it's 105 Prison
17 Camp Road, Smithfield.

18 MR. EVERYLY: I agree with everybody
19 here. My biggest concern is the number of kids
20 in a class. I mean, it's ridiculous. How can
21 you expect a teacher to teach 25, 28 kids in
22 one classroom and especially now with all the
23 math and new types of math. Back in school,
24 two plus two is four. Now, you can't find
25 that. It's not the same as it used to be. And

1 another thing, you're saying 1,157 decrease
2 since 1988, which I can't argue with that. I
3 agree with it. But you built A.L. Wilson in
4 2008 with the anticipation of more kids coming
5 to the area because of 43 and the industrial
6 park. Why build it early? Why build such a
7 big school when you don't have the kids here
8 yet. Why not wait until you actually start
9 getting over-populated with kids, and then
10 build it then. Now, I know the old A.L.
11 Wilson, it was kind of getting run down. I
12 agree 100 percent, but I just can't understand
13 why you would build such a big school when kids
14 aren't here yet. But now it's like we're
15 decreasing kids but we still have the
16 industrial park here. So would it be safe to
17 say that by building a school like that, maybe
18 that was a mistake just to jump in that quick
19 that early. I don't understand that. One
20 thing I do like about D. Ferd, my kids went to
21 Christian Academy before they went to D. Ferd.
22 For financial reasons, we pulled them out. We
23 go to D. Ferd, Mary Carol, she knows everybody
24 there. We went there when Mr. Hutchinson was
25 the principal. We're walking down with our

1 kids, he's showing us the different classrooms.
2 Well, here comes a kid; hey, John, how are you
3 doing? He knew everybody in that school,
4 treating them like his own. I just feel that
5 everybody is jumping in too early. You just
6 need to step back and think about the kids for
7 a minute, think about their education, thing
8 about their future. This is Fayette County,
9 people. I mean, this is all we have. That's
10 all I have to say.

11 MR. PRICE: The next speaker Tria
12 Everly, and she also resides at 105 Prison Camp
13 Road, Smithfield.

14 MRS. EVERLY: Good evening. I agree
15 with what everyone is also saying. The one
16 thing I'm having a hard time with is most of
17 you all said nothing is in stone, nothing is
18 written in stone. But I was told to enroll my
19 son into Smithfield. All right? Now, if
20 nothing is in stone, and you're saying you're
21 not going to make a decision for three months?
22 Really? I think you've already made your
23 decision, and I think you made a mistake. I
24 think you made a mistake just like we did when
25 we consolidated TriValley. This is a waste of

1 time because you really are not going to take
2 into consideration what we are saying. You
3 already have your minds made up. But the
4 students walked out of ST. We walked out, and
5 we still consolidated. You're talking about a
6 smaller bus transportation time. Well, now my
7 daughter is going 010, and now going to Tri
8 Valley, XXX on a bus for an hour. You're not
9 thinking about the students. And, also, I have
10 subbed in the cafeteria in all three
11 elementaries, in Smithfield, A.L. Wilson, and
12 D. Ferd, and I have to say, D. Ferd cafeteria
13 is bigger and cleaner. A.L. Wilson, I don't
14 know how you're going to let all those kids
15 through there. It is such a small confined
16 space. It's these little things that you're
17 not thinking about. All you're thinking about
18 is number. And, also, how many trailers are
19 outside Smithfield School right now, out back,
20 how many trailers do kids have classrooms in?

21 MS. JORDAN: I have three trailers
22 out back currently. Only one trailer is being
23 used. I have children that -- one is used as a
24 resource room, and I have one as a parked
25 trailer. The other ones currently are not

1 being used.

2 MS. EVERYLY: Does that make much
3 sense? I understand you build A.L. Wilson, and
4 you have four extra rooms that's not being
5 used. Our children are going to have to pay
6 for a mistake that you made in anticipating all
7 this traffic coming in here. You need to
8 further investigate this. And, like I said,
9 use sense. Don't just shut down the school.
10 And I'm going to tell you. I said this to my
11 son. You know, I was told that I should enroll
12 him in Smithfield. How do you feel about that?
13 He cried. Eight years old. And he's going to
14 be jerked out of his school. And that's the
15 only reason why I went to D. Ferd was because
16 of Mary Carol. But that woman, I have never
17 met a woman like her before. What are you
18 going to do with her? I've never seen anybody.
19 She knows every child in that school. You
20 can't find people like her, and the teachers,
21 the care at D. Ferd. I'm not saying that
22 Smithfield and A.L. Wilson doesn't have
23 children -- they don't care about their
24 children. But you need to seriously think
25 about what you're doing. This is the

1 children's future. You're going to smash all
2 these kids in one room. What are we going to
3 do about it? That's another thing. When I
4 thought about putting my children in Smithfield
5 when we took them out of Christian Academy, I
6 was told no because the buses won't come that
7 far. But now because you're going to -- you
8 changed your mind that this school is costing
9 too much money -- actually, A.L. Wilson is
10 costing too much money -- now it's okay that
11 they're going to come pick up my children.
12 Think abouts the kids. Think about their
13 future. They're not just numbers and
14 percentages. These are children. Thank you.

15 MR. PRICE: The next speaker -- thank
16 you, Ms. Everly, by the way. The next speaker
17 is Mr. Art Metts, M-e-t-t-s, 468 Mountain Road,
18 Uniontown.

19 MR. METTS: Good evening. I just
20 have some follow-up here with the classroom
21 size. I know my daughter when she was in third
22 grade, she had almost 30 kids in the classroom,
23 and we had, like, three to four hours of
24 homework every night. The kids don't have a
25 break. They go to school for how long. They

1 come home, they have homework all night long
2 because the staff is not able to teach with
3 that many kids in the classroom. They're just
4 overwhelmed with homework. It was a very bad
5 year, and that's due to cutbacks on budgets for
6 schools for teachers at D. Ferd Swaney. On
7 other the note, D. Ferd Swaney, again, the
8 staff is incredible. My only concern is going
9 to A.L. Wilson and having 130 kids. I have a
10 kid that has severe food allergies, multiple
11 food allergies. The staff at D. Ferd Swaney is
12 incredible. They go out of their way to make
13 sure that each kid is taken care of daily.
14 They have lunch for them everyday. But they
15 all know about his allergies. They set aside a
16 set table for kids -- an allergy-free table.
17 I'm just concerned with the classroom sizes,
18 how you're going to get control all these
19 issues. His big issue is peanuts. Certain
20 kids come into the classroom. It doesn't
21 matter if they eat them at lunch and three
22 hours later, if they touch him, he's going to
23 have a reaction. So my biggest concern is when
24 you throw 134 kids into a school district, how
25 are you going to be able to control kids with

1 special needs. Thank you.

2 MR. PRICE: Thank you, sir. The next
3 speaker is Rochelle Miller. 196A Olyphont
4 Road, Uniontown.

5 MS. MILLER: Like with the rest of
6 the parents, I graduated from Laurel Highlands.
7 I loved that school until I came here. But my
8 oldest has been here since fourth grade up.
9 (Inaudible) been here since pre-K. That's why
10 I picked D. Ferd. I'm five minutes away if
11 that from my house. I've heard so many bad
12 things of how hard it was. I sent him to pre-K
13 at D. Ferd, and I have no regrets. That woman
14 back there is the reason why I keep my kids
15 here. I love her. I can call her. She says,
16 oh, hi, Ms. Olyphont. What do you need? I've
17 never had a problem with the teachers, and
18 you're going to rip kids, autistic children,
19 that do well with certain autism things. And
20 you're going to send them to Smithfield or A.L.
21 where they're going to be completely lost. And
22 I am buying a house near Smithfield Elementary,
23 literally, five houses away, and I'm taking my
24 kids to D. Ferd everyday because that school is
25 too small. Why can't we do something with

1 Friendship Hill or another school that's small.
2 Why does it have to be our school? I can walk
3 into that school at anytime, and I've never had
4 a problem with any of the teachers. I've had
5 problems with custody battles, me and my ex,
6 and my husband and his ex, and never had
7 problem. And what are you going to do with all
8 these new buses? Is Mark going to change now?
9 Is South going to change? Because you're going
10 to put all these kids in Smithfield. You're
11 going to open up problems with the classrooms,
12 and I have a son that's has been, like I said,
13 since pre-K. He's not going to do well with
14 this change. Why do you have to cut D. Ferd?
15 We have enough kids. We're at 59 percent
16 capacity. Why can't you just ship everybody
17 other places like Friendship Hill or Smithfield
18 or any other school. Why does it have to be D.
19 Ferd? Ms. Sandy, my son will walk up to her
20 and say, Ms. Sandy, I had this for lunch, and
21 she knows who he is. If he goes to Smithfield,
22 they're not going to know his name. The
23 secretary is not going to know. That's why we
24 need to keep D. Ferd open and make sure that
25 all these kids are taken of because to you it

1 -- you're not thinking about the cafeteria, the
2 teacher, everything else, but you're going to
3 put out a job just so -- for money. We do fund
4 raisers. I help out at that school every
5 chance I get. That's all.

6 MR. PRICE: Thank you, ma'am. The
7 next speaker is Alma -- Ms. Alma -- you'll have
8 to help me with that one. I can't read the
9 writing. Is there an Alma here? Here she
10 comes. She resides at 260 Georges-Fairchance
11 Road, Uniontown. Please give us your name and
12 how you spell it.

13 MS. MACEIKO: You had the Alma right.
14 It's M-a-c-e-i-k-o. I've been involved in the
15 school for ten years, and I'm hoping to do it
16 for another six years. Until my youngest
17 graduates. I have one in high school, and I'm
18 well aware of the schools, and I see what
19 happens. My biggest thing is do you notice
20 it's such a productive school. I don't see
21 that there are numbers that ties the students
22 to give their best. The littlest things, they
23 get so excited. And the more we teach, the
24 Go-Math, maybe it will work, maybe it won't. I
25 don't know. I see the special needs kids that

1 just need that little extra, and they get that.
2 How are they going to get that? They're not
3 going to be at D. Ferd. They're going to have
4 a longer drive and that transitioning. And,
5 honestly, how many students can you put in D.
6 Ferd Swaney? Open those classrooms. Over 600.
7 How many elementary schools can do that? I'm
8 not saying that they're worse or better. We're
9 consistent. They need to be consistent. And
10 the kids persevere. But, essentially, what
11 happens here? We're going to send them to
12 Masontown. Are you going to help all those
13 kids with things that they need on a daily
14 basis or every other day? Where does that
15 leave them now because some kids -- you know,
16 parents told me, they were going to use the
17 classroom this year. They were so excited this
18 year. They were going to use it for one year.
19 What are you going to tell them? Are you going
20 to realign those kids and charter them to
21 Masontown? That's the part that worries me
22 that at D. Ferd, it's true that no kid is left
23 behind. There is nothing that they are left
24 out of. If they can't help with a fundraiser,
25 they're not left out. If they can't go here --

1 we're going to have a -- everybody brings a
2 dollar. If you don't bring a dollar, don't
3 worry, one of us will cover it, or one of those
4 student's parents will bring extra money. Now
5 one child has ever not been included, and
6 that's awesome, and they know it. And I worry
7 about at A.L. Wilson, those smaller townships,
8 traffic, and that congestion, I mean, kids will
9 be kids. But just look at the structuring.
10 Could we have waited two more weeks until our
11 students come back to school because how many
12 people didn't get the newspaper or actually
13 read it? There are the high school parents
14 today that had no idea this was going on cause
15 they hadn't heard. Not everybody is on
16 Facebook and not everybody gets the newspaper.
17 If I could go around and get signatures, I
18 would go door to door getting signatures.
19 Really? Are you listening to us, or is this
20 just the round you have to do to close the
21 school. I'm wondering if it's falling on deaf
22 ears. Could it be three months before you make
23 a decision? I mean, it's things like this that
24 cross your mind. I don't want to live in a
25 place where my kids go to school where there's

1 a little sneakiness, and I want my children to
2 be first. I want to see a plan, and, honestly,
3 I couldn't hear everything when everyone was
4 talking. And a mother should worry about this,
5 so, I mean, it would have been nice to have a
6 copy so we could follow along.

7 MR. PRICE: To address the last
8 point, there are copies of the PowerPoint
9 sitting over there that you're welcome to take,
10 and it's also going to be posted on the school
11 district's website. Those are the only
12 speakers who signed up. Is there anybody else
13 who would like to address the Board and make a
14 comment at tonight's hearing? Come on up.
15 Please give us your name and address, and if
16 it's a tricky last name, please spell it.

17 MS. WINTRY: My name is Erin Wintry
18 (phonetic). I live at 109 Haydentown Road,
19 Smithfield. I have a daughter who is going
20 into fourth grade this year. We had wonderful
21 experiences at D. Ferd. My biggest concern is
22 when we were talking about the learning.
23 Beverly goes to Plava, and her daughter went
24 also to Plava. My question is how is that
25 going to impact the children going into that

1 school that is a low achieving school?

2 MR. PRICE: Do we have any other
3 speakers?

4 MS. WAHL: Can I speak again, please?

5 MR. PRICE: Yes. It's been a short
6 evening. You're welcome to come back up. And
7 I believe you were Ms. Wahl?

8 MS. WAHL: Yes. Just listening to
9 what everybody has to say here, I was just
10 wondering if the school board has taken into
11 the thought of possibly -- I know the front of
12 D. Ferd Swaney, we do have a great deal of
13 space left. And I had heard, and I've read
14 some information of possibly housing Head Start
15 to gain some extra revenue or whatever through
16 the school. I believe if you look at the
17 numbers, it's possible that you could possibly
18 move those kids into different halls and still
19 rent out the front part to maybe have a Head
20 Start class and still get extra revenue in
21 addition to having the students still remain in
22 that building. Because you're still going to
23 save -- you're going to save \$2 million by not
24 going to another building. But that building
25 is still going to be there. It's going to be

1 maintained. There's still going to be jobs
2 that are going to be held and positions and
3 responsibilities financially that are going to
4 need to be taken care of that are still an
5 expense because the D. Ferd building is still
6 remaining there. Also, again, D. Ferd Swaney
7 is Title I money which means a lot of people
8 know D. Ferd Swaney has special classes and
9 special teachers, and a lot of people will tell
10 you that kids with special needs should go to
11 D. Ferd Swaney because the teachers and the
12 classes are there to help them. That is
13 something very, very, serious to take into
14 consideration. Because, again, their focus on
15 a child learns the most at their youngest age.
16 You can help them the most when you have the
17 smaller amount of people working with them.
18 I'm not going to say anything bad about any of
19 the teachers in the school district because we
20 have a lot of successful students go through
21 that school. We had a lot of good teachers.
22 No matter how great a teacher you are, and I
23 take pride in being a stay-at-home mom and
24 being a wonderful mom, no matter how good of a
25 mother I am, the more students you have -- the

1 more kids I have, the quality of my parenting
2 goes down because I can't give each child the
3 amount of attention that he or she needs
4 personally. The more students you have, and
5 you're still going to have one teacher, the
6 quality of education is guaranteed to go down.
7 That is a given. You need to please research
8 all options of coming up with this money and
9 leave this school open. We have good people,
10 good staff, and, if at all, wait till Mary
11 Carol retires. Thank you.

12 MS. MORAN: My name is Jessica Moran.
13 My address is 1371 Skyline Drive, Farmington,
14 PA. My husband and I are late for this. We
15 heard about this last minute, so I hope you
16 consider doing this again. We're not sure if
17 everyone is aware. But I'm here for my
18 daughter because I'm concerned. I know this
19 problem is boiling down to a number of things,
20 and I know that the school district needs to
21 save money, but as a concerned parent, my
22 daughter is 6 years old. She's going into the
23 first grade, and last year she had to have a
24 lot of one-on-one attention with her
25 kindergarten teacher. I worked with her every

1 night, and I talked with her teacher several
2 times a month and met with her to get my
3 daughter to where she needed to be to be ready
4 for first grade. And I'm afraid that if she
5 goes into a bigger classroom, she's just going
6 to get lost in the shuffle no matter how much I
7 work with her at home. So if it's not a
8 possibility to keep D. Ferd Swaney open,
9 consider that when you're sending these kids to
10 the another school. Also my daughter is six
11 years old and has an hour bus ride right now,
12 and that's a very long ride for her. Also, I
13 work with the court system, so I know what the
14 people are capable of in this day and age. We
15 all hear about the school shootings and
16 whatnot. It scares me to think about her ever
17 being in a situation like that, but I guess I
18 feel that the teacher would be more prepared
19 and more able to protect them if they had maybe
20 20 students versus 35 students in a classroom.
21 So if, heaven forbid, anything ever happened,
22 it just worries me how a teacher would be able
23 to handle that many little students. And I
24 know that in a high school or a junior high,
25 the classrooms are bigger, but I feel like with

1 these young kids, we're trying to build a
2 foundation of learning for them, and less on
3 what kind of school they're learning in. So I
4 really hope you consider all that when you make
5 your decision even if it has to be closing a
6 school. I'd really hate for my daughter's
7 education to suffer. Thank you.

8 MR. PRICE: Thank you. You are?

9 MS. EVERLY: Tria Everly. My son
10 goes to D. Ferd, and I've already spoke to you,
11 Mike, Jeff, Chris. My son, another child spit
12 in my son's face on the bus, and because there
13 was so many children on the bus, you couldn't
14 actually see it happening. That also now
15 concerns me more, how many more kids are going
16 to be on this bus. That, my son is such a
17 loving child, and he would never defend
18 himself. I mean, when he came home and told me
19 that this kid -- and he didn't even
20 deliberately tell me. He was just talking to
21 his sister and said this, this kid spit in my
22 face. I was like, what? And I took my son and
23 my daughter and went to the child's house and
24 spoke to the mother. And the boy admitted
25 spitting in my son's face. And it was kind of

1 was handled like, okay, maybe, he didn't mean
2 to spit in his face, maybe it was just an
3 accident. The boy spit in my son's face. What
4 are you going to do about that kind of stuff?
5 I mean, how many little kids are going to be on
6 this bus? What are you going to do about the
7 little ones that won't stand up for themselves,
8 and if they do, they're -- there better not be
9 any -- they better not get into any real
10 trouble cause I've already dealt with that to
11 defend himself. He offered three times to tell
12 him to stop or go to the teacher. What are you
13 going to do about that, about a kid getting
14 picked on the bus. There's too many kids. You
15 can't see. Thank you.

16 MR. PRICE: Is there anybody else who
17 wishes to speak at tonight's hearing? Again,
18 anybody else? Okay. Does anybody have any
19 written comments they would like to be made
20 part of the record? What that means is the
21 school board will review those has well? Does
22 anybody have any written statements they'd like
23 to bring up tonight? If not, I just want to
24 make mention that we did receive one written
25 statement from a Lee Ann, that's two words,

1 Moccaldi, M, like in Mary, o-c-c-a-l-d-i. She
2 resides at 50 Liberty Street. Her letter to
3 the Board will be made part of the record so
4 that all the board members will be able to see
5 it and digest it. Does administration wish to
6 add anything?

7 MR. BEZJAK: Only I'd like to thank
8 the parents for their very important comments.
9 Much taken to heart. Appreciated your
10 attendance here. Thank you.

11 MR. PRICE: Since we have, again,
12 quite a bit of time, although, this is
13 primarily for purposes of the Board hearing the
14 public, do any board members wish to say
15 anything or add anything to tonight's hearing?
16 Yes, sir, Mr. Sholtis?

17 MR. SHOLTIS: I'd just like to thank
18 everyone for coming this evening. I understand
19 this is a very important issue to every parent
20 here and a heart-wrenching decision for
21 everyone on the board. I can assure you that
22 nothing has been set in stone. No board
23 members have determined to close this school,
24 and I can assure you we're taking everyone's
25 comments, everyone's information. All this is

1 part of a process, and we're here to address
2 this. Nothing has been set in stone. But
3 thank you all for coming out this evening.

4 MR. PRICE: Anyone else? This is the
5 last call. Is there anybody else in the public
6 who would like to come forward and make any
7 comments? There being none, unless anybody
8 objects, we'll adjourn this hearing, and it is
9 presently 7:17 p.m.

10 MR. SHOLTIS: Thank you all for
11 coming this evening. We greatly appreciate it.

12 - - - -

13 (The proceedings were concluded at 7:17 p.m.)

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R E P O R T E R ' S C E R T I F I C A T E

I hereby certify that the transcript of the proceedings and evidence contained herein are a true and accurate transcription of my stenographic notes taken by me at the time and place of the within cause; that the transcription was reduced to printing under my direction; and that this is a true and correct transcript of the same.

Mary Jane Rucci

September 8, 2015

Mary Jane Rucci

COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
MARY JANE RUCCI, Notary Public
City of Pittsburgh, Allegheny County
My Commission Expires May 31, 2016

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<p>V</p> <p>Valley (1) 36:8</p> <p>values (2) 28:4,13</p> <p>versus (1) 49:20</p>	<p>16:21;17:3;19:5,17; 20:3,4,11;21:12;23:5, 12:24:1,11;25:9;26:6; 28:24;29:8;32:7,11; 34:3,11;36:11,13; 37:3,22;38:9;39:9; 44:7</p> <p>Wintry (2) 45:17,17</p> <p>wish (3) 5:20;52:5,14</p> <p>wishes (4) 5:5;6:5;27:9;51:17</p> <p>within (3) 3:2;13:1;14:3</p> <p>woman (3) 37:16,17;40:13</p> <p>wonderful (2) 45:20;47:24</p> <p>wondering (2) 44:21;46:10</p> <p>words (1) 51:25</p> <p>work (8) 7:13;20:15;32:19, 22,23;42:24;49:7,13</p> <p>worked (1) 48:25</p> <p>working (1) 47:17</p> <p>worries (2) 43:21;49:22</p> <p>worry (3) 44:3,6;45:4</p> <p>worse (1) 43:8</p> <p>writing (3) 5:17;27:16;42:9</p> <p>written (8) 5:18,20,24;6:17; 35:18;51:19,22,24</p>	<p>young (2) 28:15;50:1</p> <p>youngest (2) 42:16;47:15</p> <p>0</p> <p>010 (1) 36:7</p> <p>09/10 (2) 9:5,7</p> <p>1</p> <p>1,152 (1) 8:11</p> <p>1,157 (3) 8:9;12:24;34:1</p> <p>10/11 (4) 9:5,7,20,21</p> <p>100 (1) 34:12</p> <p>105 (2) 33:16;35:12</p> <p>109 (1) 45:18</p> <p>11 (1) 9:21</p> <p>11.4 (1) 11:9</p> <p>11/12 (2) 9:7,25</p> <p>119 (2) 18:14,15</p> <p>12 (1) 13:6</p> <p>12/13 (1) 13:6</p> <p>120 (1) 20:4</p> <p>13/14 (2) 9:14;13:7</p> <p>130 (2) 20:4;39:9</p> <p>134 (1) 39:24</p> <p>1371 (1) 48:13</p> <p>14 (1) 22:7</p> <p>14/15 (4) 9:14,20;10:6;12:24</p> <p>15 (1) 22:20</p> <p>16 (1) 21:15</p> <p>16/17 (2) 15:19;23:9</p> <p>16th (1) 4:12</p> <p>17/18 (1) 11:9</p> <p>18 (1)</p>	<p>27:22</p> <p>188 (1) 27:16</p> <p>190 (1) 29:20</p> <p>193 (1) 32:1</p> <p>196A (1) 40:3</p> <p>1988 (3) 8:10,13;34:2</p> <p>1995 (1) 32:5</p> <p>2</p> <p>2 (1) 30:16</p> <p>20 (5) 26:7,10,18,18; 49:20</p> <p>2008 (2) 13:13;34:4</p> <p>2008/09 (1) 10:13</p> <p>2008/2009 (2) 9:3,11</p> <p>2009/10 (1) 13:4</p> <p>2010 (1) 11:5</p> <p>2011/12 (3) 10:18,20;13:5</p> <p>2012/13 (1) 9:13</p> <p>2014/15 (1) 9:20</p> <p>2015 (3) 4:13,14;7:4</p> <p>2016 (1) 31:6</p> <p>2016/17 (2) 3:20;5:2</p> <p>205 (1) 13:25</p> <p>21 (2) 26:10,11</p> <p>22 (2) 26:8,19</p> <p>23 (1) 26:11</p> <p>232 (1) 13:19</p> <p>24 (2) 26:11,18</p> <p>244 (2) 11:17;13:4</p> <p>25 (7) 26:9,9,11,12,19; 31:7;33:21</p> <p>250 (1) 12:21</p> <p>251 (1)</p>	<p>13:5</p> <p>252 (1) 13:4</p> <p>25th (1) 4:14</p> <p>260 (2) 11:17;42:10</p> <p>27 (3) 26:14,19;31:9</p> <p>28 (5) 26:7,12,14;33:6,21</p> <p>282 (1) 21:22</p> <p>3</p> <p>3.1 (1) 16:2</p> <p>3.2 (1) 19:13</p> <p>3.9 (1) 14:4</p> <p>30 (1) 38:22</p> <p>311 (1) 22:19</p> <p>314,000 (1) 9:14</p> <p>337 (1) 21:19</p> <p>339,000 (1) 10:4</p> <p>340 (2) 22:18;23:3</p> <p>35 (3) 20:2,2;49:20</p> <p>360 (1) 11:19</p> <p>360-70 (1) 13:8</p> <p>362 (1) 21:12</p> <p>4</p> <p>40 (2) 20:2;21:23</p> <p>425 (1) 13:19</p> <p>43 (2) 13:10;34:5</p> <p>44 (1) 23:22</p> <p>45 (1) 19:24</p> <p>46 (1) 23:17</p> <p>468 (1) 38:17</p> <p>49 (1) 23:15</p>
<p>W</p> <p>WAHL (3) 46:4,7,8</p> <p>Wahls (1) 29:17</p> <p>wait (2) 34:8;48:10</p> <p>waited (1) 44:10</p> <p>walk (2) 41:2,19</p> <p>walked (2) 36:4,4</p> <p>walking (1) 34:25</p> <p>wall (2) 14:19;27:15</p> <p>Walls (3) 27:14,16,20</p> <p>Walnut (12) 15:12,14,15,17,21, 22,24;16:5,6,12; 18:23;19:2</p> <p>Washington (1) 27:25</p> <p>waste (1) 35:25</p> <p>way (7) 17:18;18:6,15,22; 24:18;38:16;39:12</p> <p>website (1) 45:11</p> <p>weeks (1) 44:10</p> <p>welcome (2) 45:9;46:6</p> <p>Wendall (1) 33:15</p> <p>weren't (1) 28:15</p> <p>whatnot (1) 49:16</p> <p>what's (2) 8:25;12:6</p> <p>Whereupon (1) 3:2</p> <p>white (1) 10:19</p> <p>willing (1) 27:10</p> <p>Wilson (31) 13:13;14:3,4,22;</p>	<p>X</p> <p>XXX (8) 12:2;14:18;25:1; 26:1,6,11,14;36:8</p> <p>Y</p> <p>year (15) 10:17,20;12:21,23; 15:20;16:17;23:5,9; 32:7;39:5;43:17,18, 18;45:20;48:23</p> <p>years (10) 9:2;11:8,10;12:17; 28:7;37:13;42:15,16; 48:22;49:11</p> <p>year's (1) 19:21</p> <p>York (2) 16:10,11</p>	<p>1</p> <p>1,152 (1) 8:11</p> <p>1,157 (3) 8:9;12:24;34:1</p> <p>10/11 (4) 9:5,7,20,21</p> <p>100 (1) 34:12</p> <p>105 (2) 33:16;35:12</p> <p>109 (1) 45:18</p> <p>11 (1) 9:21</p> <p>11.4 (1) 11:9</p> <p>11/12 (2) 9:7,25</p> <p>119 (2) 18:14,15</p> <p>12 (1) 13:6</p> <p>12/13 (1) 13:6</p> <p>120 (1) 20:4</p> <p>13/14 (2) 9:14;13:7</p> <p>130 (2) 20:4;39:9</p> <p>134 (1) 39:24</p> <p>1371 (1) 48:13</p> <p>14 (1) 22:7</p> <p>14/15 (4) 9:14,20;10:6;12:24</p> <p>15 (1) 22:20</p> <p>16 (1) 21:15</p> <p>16/17 (2) 15:19;23:9</p> <p>16th (1) 4:12</p> <p>17/18 (1) 11:9</p> <p>18 (1)</p>	<p>2</p> <p>2 (1) 30:16</p> <p>20 (5) 26:7,10,18,18; 49:20</p> <p>2008 (2) 13:13;34:4</p> <p>2008/09 (1) 10:13</p> <p>2008/2009 (2) 9:3,11</p> <p>2009/10 (1) 13:4</p> <p>2010 (1) 11:5</p> <p>2011/12 (3) 10:18,20;13:5</p> <p>2012/13 (1) 9:13</p> <p>2014/15 (1) 9:20</p> <p>2015 (3) 4:13,14;7:4</p> <p>2016 (1) 31:6</p> <p>2016/17 (2) 3:20;5:2</p> <p>205 (1) 13:25</p> <p>21 (2) 26:10,11</p> <p>22 (2) 26:8,19</p> <p>23 (1) 26:11</p> <p>232 (1) 13:19</p> <p>24 (2) 26:11,18</p> <p>244 (2) 11:17;13:4</p> <p>25 (7) 26:9,9,11,12,19; 31:7;33:21</p> <p>250 (1) 12:21</p> <p>251 (1)</p>	<p>3</p> <p>3.1 (1) 16:2</p> <p>3.2 (1) 19:13</p> <p>3.9 (1) 14:4</p> <p>30 (1) 38:22</p> <p>311 (1) 22:19</p> <p>314,000 (1) 9:14</p> <p>337 (1) 21:19</p> <p>339,000 (1) 10:4</p> <p>340 (2) 22:18;23:3</p> <p>35 (3) 20:2,2;49:20</p> <p>360 (1) 11:19</p> <p>360-70 (1) 13:8</p> <p>362 (1) 21:12</p> <p>4</p> <p>40 (2) 20:2;21:23</p> <p>425 (1) 13:19</p> <p>43 (2) 13:10;34:5</p> <p>44 (1) 23:22</p> <p>45 (1) 19:24</p> <p>46 (1) 23:17</p> <p>468 (1) 38:17</p> <p>49 (1) 23:15</p>

5

50 (6)
19:24;23:14,18,19,
22;52:2
535,000 (1)
10:23
54 (1)
23:22
55 (1)
13:19
56 (2)
23:14,19
59 (2)
13:24;41:15

6

6 (1)
48:22
60 (2)
23:21,21
600 (1)
43:6
62 (1)
23:15
63 (1)
23:19
631,000 (1)
9:7
65 (1)
23:14
651,000 (1)
9:15

7

7:17 (2)
53:9,13
72 (2)
23:18,21
765,000 (1)
9:6

8

80 (1)
23:12
857 (2)
17:19,19
86 (1)
11:20
87 (1)
11:20
87/88 (1)
12:23
88 (1)
11:21

Dear Albert Gallatin School District Director,

This letter is to address the proposed closing of D. Ferd Swaney Elementary School. I regret that I am unable to attend the upcoming meeting. I have three children enrolled at Smithfield Elementary, but the closing will affect children across the district, so I feel compelled to share my concerns.

My main concern is with class sizes enlarging across the district, and especially, how this will affect those with special needs. My oldest son is apraxic and on the autism spectrum. The district has been very cooperative with addressing his needs, including providing a one on one aide. In grades K-2, he had smaller class sizes due to classroom size reduction teachers. In grade 3, he did not. The larger class size of 26 children in addition to the new curriculum standards were more difficult for him to handle. Homework time for him at least doubled in grade 3 and he struggled more to maintain the grades he had previously. Attention problems caused by sensory distraction are also a challenge for him. With increasing class size, he was less able to be taught and tested alongside his peers and had to be pulled out more. Current recommendations from PSEA based on the most recent educational research indicate optimum class size maximums should be 15 students for grades K-3, and 18 students for grades 4 & 5. When appropriate, weighted class size formulas should be implemented to reflect the inclusion of students with special needs (www.psea.org, Vision, Reduce Class Sizes). These numbers are optimum, and may not be where we are currently, but should be a goal for the district. Additionally, the district policy allowing parents to drive their children to their school of choice can create an uneven distribution of children across the district. So, I also encourage you to take a close look at not just how average class size will increase, but to look at each school and each class to see if numbers will remain reasonable.

If the school closes, some of these children will likely end up in Smithfield, causing already large classes to be larger. An extra 5 to 10 kids may not affect your average student much, but it will definitely affect those who struggle most. Currently, 19% of children in our district are in need of some type of special education. We live in an era where kids of all types of abilities are able to be included educationally with their peers, but we need to provide them the structure and tools within the public system so they can succeed.

I do not know all of the reasons for the proposed school closure, but I do understand that there is a budget, the population in the area is declining, and there may be maintenance problems on older buildings. These points are clear. But I ask you, as a school director, to consider how your decisions will affect not just your average student, but the student who needs extra help to succeed. As a parent of a child who struggles, but has come farther than anyone could promise after a diagnosis, every decision I make for him in his education is difficult. Please look very closely at class size and understand that it is your responsibility to make sure you are doing your best to provide a quality public education for ALL children. Your decisions profoundly affect mine.

Sincerely,

Lee Ann Moccaldi

Lee Ann Moccaldi
50 Liberty Street
Smithfield PA 15478

ALBERT GALLATIN AREA SCHOOL DISTRICT

PUBLIC HEARING ON WHETHER TO CLOSE

D. FERD SWANEY ELEMENTARY SCHOOL

2016-2017
D. FERD SWANEY ELEMENTARY
CLOSURE/RE-ALIGNMENT



AGASD ADMINISTRATION

- Mr. Carl Bezjak, Superintendent
 - Ms. Beth Hutson, Assistant Superintendent Curriculum Coordinator
 - Mr. Chris Pegg, Director of Transportation Secondary Supervisor
 - Mrs. Candy Jordon, Federal Funds Coordinator/Elementary Supervisor
 - Mrs. Shen Dunham, Special Education Director
 - Mr. Chris Bolin, Director of Technology
 - Mr. Bill Chesslo, Director of Facility Operations
 - Mrs. Denise Sheatz, Controller

 - Mrs. Kasia Baker, Principal D. Ferd Swaney Elem. / AL Wilson Elem.
 - Mrs. Renee Rosie, Principal George Plava Elem.
 - Mrs. Candy Jordon, Principal Smithfield Elem.
-



REASONS BEHIND OUR DECISION

- Funding Decrease
- Declining Enrollment (decrease of 1,157 students since 1988)
- Under-utilization of new, certified "Green" building



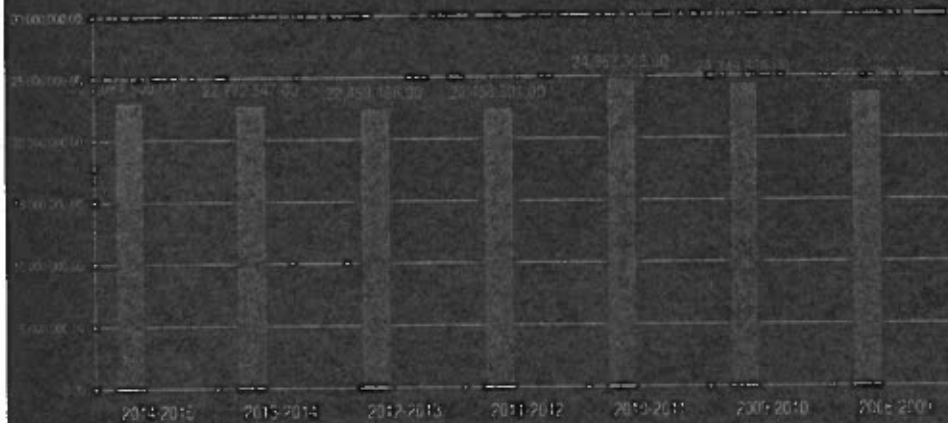
COMPARISON OF STATE REVENUES

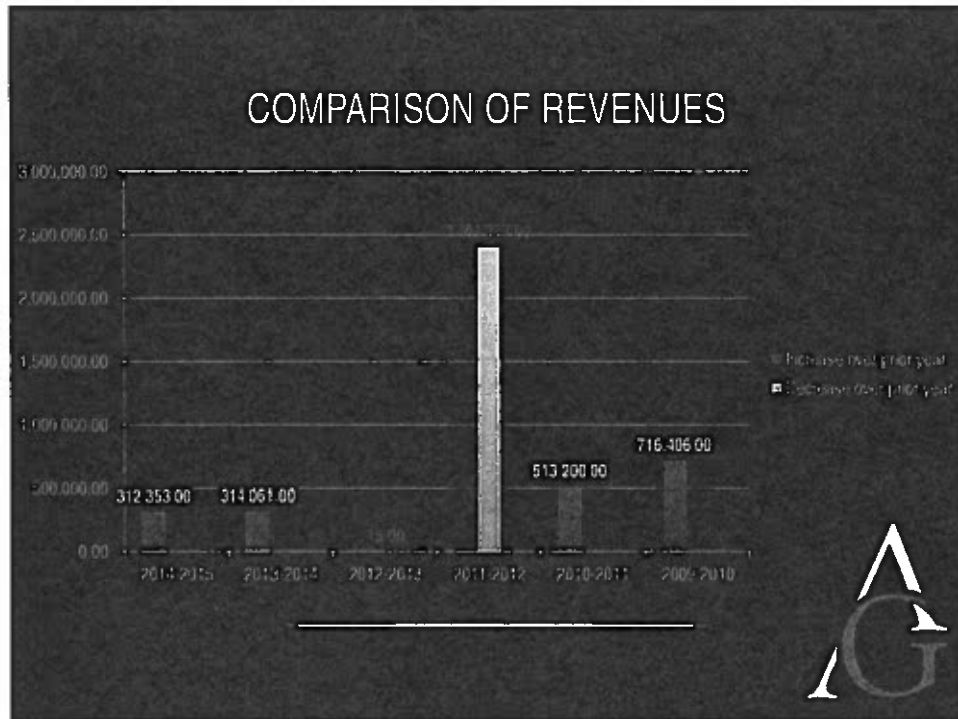
	Basic Ed Increase over prior year	Basic Ed Total	Basic Ed Subsidy	Stimulus Supplement	Ready to Learn Block Grant
2008-09	N/A	22,118,944.00	22,118,944.00	0.00	0.00
2009-10	765,401.00	22,884,345.00	20,185,542.00	2,698,803.40	0.00
2010-11	631,014.00	23,515,359.00	19,270,680.00	4,233,679.00	0.00
2011-12	(1,396,400.00)	22,118,959.00	22,118,959.00	0.00	0.00
2012-13	(15.00)	22,118,944.00	22,118,944.00	0.00	0.00
2013-14	314,061.40	22,433,005.00	22,433,005.00	0.00	0.00
2014-15	651,895.00	23,084,900.00	22,433,005.00	0.00	651,895.00

COMPARISON OF STATE REVENUES

	Cyber/Charter Reimbursement	Educational Assistance Program	Accountability Block Grant	Dual Enrollment
2008-09	190,827.00	363,289.00	921,602.00	38,600.00
2009-10	220,161.00	308,830.00	921,602.00	14,730.00
2010-11	207,560.00	260,680.00	864,223.00	15,046.00
2011-12	0	0	339,542.00	0
2012-13	0	0	339,542.00	0
2013-14	0	0	339,542.00	0
2014-15	0	0	0	0

COMPARISON OF TOTAL REVENUES





LOSS OF TITLE I FUNDING

	Title I Allocation	Decrease from prior year
2010-11	2,352,980.00	N/A
2011-12	2,265,564.00	87,416.00
2012-13	2,237,751.00	27,813.00
2013-14	2,125,863.00	111,888.00
2014-15	1,913,276.00	212,587.00
2015-16	1,817,612.00	95,664.00
Combined Loss to Present...		535,358.00

DECLINING ENROLLMENT

District Wide Feasibility Study conducted by: *Crabtree, Rohrbaugh & Associates*

The student enrollment in the District is likely to continue a moderate decrease over the next several years. PDE enrollment projections for 2017-2018 indicate a decrease of about 11.4% over the next few years.

An analysis between regional and local historic trends in the AGASD indicate the potential for student to decrease with the possibility of minimal growth over the long term.

Enrollment projection models include basic limitations such as: internal school district policy changes, external factors, and other considerations such as emerging and changing housing and population trends, all of which can have an effect on the accuracy of the program.

Construction of new housing, annual live birth data and the status of the District's total parochial, private and home school students will have a direct effect on the enrollment projections and should be monitored annually. Although it is apparent that while the student enrollment of the district will likely begin to decrease over the next few years, there is no anticipated significant decrease in overall district population expected in the near future.



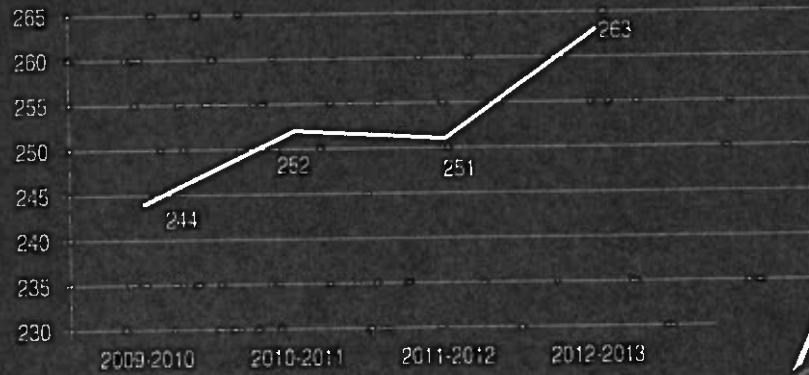
ENROLLMENT CHANGES TO DATE

School Year	Enrollment Count	Increase/Decrease from previous year	School Year	Enrollment Count	Increase/Decrease from previous year
1987-88	4509	-128	2000-01	4240	-47
1988-89	4383	-126	2001-02	4157	-83
1989-90	4348	-35	2002-03	4098	-59
1990-91	4280	-68	2003-04	4027	-71
1991-92	4318	+38	2004-05	3912	-115
1992-93	4235	+83	2005-06	3924	+12
1993-94	4269	+34	2006-07	3821	-103
1994-95	4368	+99	2007-08	3811	-10
1995-96	4270	-99	2008-09	3763	-48
1996-97	4296	+26	2009-10	3585	-178
1997-98	4319	+23	2010-11	3591	+6
1998-99	4284	-35	2011-12	3561	-30
1999-00	4287	+3	2012-13	3438	-123
			2013-14	3413	-25
			2014-15	3352	-61

TOTAL DECREASE FROM 1988-2014 = 1,157

LOW ENROLLMENT TREND

AGASD Municipality Birth Rate



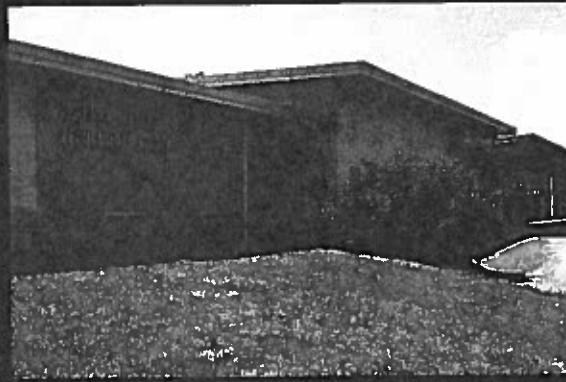
BUILDING UTILIZATION

- A.L. Wilson was constructed in 2008 and is a LEED Certified 'Green' building. It is currently only 55% utilized.



BUILDING UNDER-UTILIZATION

- D. Ferd Swaney Elementary is currently only being 59% utilized
- Approximate annual cost of building usage -



LOOKING AHEAD - TRANSPORTATION

D. FERD SWANEY TO GEORGE PLAVA

- Students living along Walnut Hill Road from Over Road to Stockland Estates will attend George Plava Elementary School
- This includes Continental, 3 Hays, and Arvind - The border will extend to the intersection of Bill Dismore Road and Arvind Road by Walnut Hill Growth
- Students living along York Run Road from the Walnut Hill Road intersection to York Run Road at Hope Road will also attend George Plava Elementary School

D. FERD SWANEY TO SMITHFIELD ELEMENTARY

- Students living along Fox Hollow Road at Liberty Street intersection to John Franks Road at Pleasant Hill Road intersection will attend Smithfield Elementary School
- Smithfield Elementary's border will extend to Highway Hill Road at 857 intersection
- Students living along Market Road to Miller Road will attend Smithfield Elementary School
- Students living along W. 4th or Big Sky Road into Smithfield will attend Smithfield Elementary School

D. FERD SWANEY TO A. L. WILSON

All other students that live in the current D. Ferd Swaney attendance area will attend A. L. Wilson



LOOKING AHEAD - TRANSPORTATION

- Students living along Smithfield High House Road to Fan Hollow Road will attend Smithfield Elementary School. *This will include students living along Gilmore Road.*
- Students living along Sleepy Hollow Road to the intersection at Township Drive will attend Smithfield Elementary School.



LOOKING AHEAD - TRANSPORTATION

- Oven Road to George Plaza 7.1 miles
- Strickland Estates to George Plaza 5.2 miles
- Hope Road to George Plaza 5.6 miles
- Hope Road at Walnut Hill Rd to George Plaza 6.2 miles
- Bell Diamond Road at Walnut Hill Rd to George Plaza 6.6 miles
- Cedar Road at Walnut Hill Rd to George Plaza 5.8 miles
- Walnut Hill Road at Oven Rd to Walnut Hill Rd at Sleepy Hollow Road 2.4 miles

Extended George Plaza's border by 2.1 miles in the direction at Walnut Hill Road at Oven Road

- Amend Collier Road at Park Element Road to George Plaza 5.1 miles
- Amend Collier Road at Walnut Hill Road to George Plaza 5.2 miles



LOOKING AHEAD - TRANSPORTATION

- Fox Hollow Road to Smithfield Elementary miles 26
- Cottage Road to Smithfield Elementary miles 23
- Egg Six Road at Morganston Road (110) to Smithfield Elementary miles 26
- Marzke Road at Miller Road to Smithfield Elementary miles 15
- Haydentown Hill Road at 457 to Smithfield Elementary miles 24
- Slippy Hollow Road at Journey Drive to Smithfield Elementary miles 29
- Fox Hollow Road at Liberty Street to Haydentown Hill Road at 457 miles 31
- Fox Hollow Road at Liberty Street to Miller Road at Miller Road miles 30

- Extended Smithfield's border by miles 33
- Fox Hollow at Liberty Street to Haydentown Hill Road miles 23
- at Miller Road miles 32



LOOKING AHEAD – BUILDING STATS

	2016-17 Student Enrollment*	Regular Ed Classrooms	Learning Support Classrooms	Life Skills Classrooms
AL Wilson	362	16	2	1
Smithfield	337	14	2	0
George Plava	340	15	2	0

*Numbers are projections only.



LOOKING AHEAD – GRADE LEVEL ENROLLMENTS

	K	1	2	3	4	5
AL Wilson	80	56	65	50	49	62
Smithfield	46	50	72	63	50	56
George Plava	60	60	72	54	44	50

LOOKING AHEAD – TEACHER COUNTS

	K	1	2	3	4	5
AL Wilson	4	2	3	2	2	3
Smithfield	2	2	3	3	2	2
George Plava	3	3	3	2	2	2

LOOKING AHEAD – PROJECTED AVERAGE CLASS SIZE

	K	1	2	3	4	5
AL Wilson	20	28	22	25	25	21
Smithfield	20	25	24	21	25	28
George Plava	20	20	24	27	22	25



QUESTIONS?



THANK YOU.



HERALD-Standard

8 East Church Street

Uniontown, PA 15401-0848

Phones 724-439-7510 (Classified) 724-425-7205 (Billing)

PUBLIC NOTICE ADVERTISING INVOICE

Account Number: 7245647195
Invoice Date: 7/22/2015
Invoice Number: 106832351-07162015
Balance: \$ 128.22

ALBERT GALLATIN SCHOOL DISTRICT
ATTN DEBBIE BURNETT
2625 MORGANTOWN ROAD
UNIONTOWN, PA 15401

PROOF CHARGE IS \$5.00 FOR AFFIDAVIT, \$2.50 FOR CLERICAL FEE

REMITTANCE - DETACH & RETURN THIS PORTION WITH PAYMENT

ACCOUNT #	INVOICE DATE	DESCRIPTION	LINES	TIMES	PROOF	TOTAL CHARGES
7245647195	7/22/2015	PUBLIC HEARING NOTICE The All	2.00 x 22Lines	1	\$ 7.50	\$ 128.22
7/16/2015						
DATES APPEARED						

PROOF OF PUBLICATION

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established in 1907, and has been issued regularly, except legal holidays since said date.

2310546

The attached advertisement, which is exactly as printed and published,
appeared in the regular issue on
7/16/2015

Uniontown Newspapers, Inc.

By

Sharon K Wallach

STATE OF PENNSYLVANIA,
COUNTY OF FAYETTE,

} SS:

Before me, a Notary Public in and for such county and state, personally appeared
SHARON K. WALLACH, who being duly sworn according to law says that she is
MULTIMEDIA ADVERTISING MANAGER of UNIONTOWN NEWSPAPERS, INC. that
neither affiant nor said corporation is interested in the subject matter of the attached
advertisement; and that all of the allegations of the foregoing statement including those as to the
time, place and character of publication are true.

Sworn to and subscribed before me
this 22nd day of July 2015

UNIONTOWN NEWSPAPER, INC.

COMMONWEALTH OF PENNSYLVANIA

NOTARIAL SEAL

Jennifer L. Hammer, Notary Public
City of Uniontown, Fayette County
My Commission Expires May 26, 2019

MEMBER, PENNSYLVANIA ASSOCIATION OF NOTARIES

By

Uniontown Newspapers INC.

8 East Church Street

UNIONTOWN, PA. 15401-0848

PROOF OF PUBLICATION

COMMONWEALTH OF PENNSYLVANIA:
COUNTY OF FAYETTE:

Before me, the undersigned notary public, this day, personally appeared Emilie J. Cupp, to me known, who being duly sworn according to law, deposes and states the following:

I am the Editor of the FAYETTE LEGAL JOURNAL. The Fayette Legal Journal is the duly designated legal newspaper for Fayette County, Pennsylvania, which newspaper was established in 1938 and designated the Legal Periodical by the Court of Common Pleas for Fayette County, and is published by the Fayette County Bar Association, 2 West Main Street, Suite 711, Uniontown, Fayette County, Pennsylvania 15401. A copy of the printed notice of publication is attached hereto exactly as printed or published in the issue or issues of said legal newspaper on the following date or dates:

July 25, 2015

The affiant further states that she is a designated agent of the Fayette County Bar Association, the owner of said legal newspaper, that she is not interested in the subject matter of the aforesaid notice or advertising, and that all allegations of the aforesaid statement as to time, place and character are true.

Emilie J. Cupp

Sworn to and subscribed before me
the 4th. day of August, 2015.

Cindy L. McClain
Notary Public
My commission expires:

Legal Notice

PUBLIC HEARING NOTICE

The Albert Gallatin Area School District Board of Directors will conduct a public hearing on the question of whether or not to permanently close D. Ferd Swaney Elementary School effective the start of the 2016-2017 school term. The hearing will be held on Wednesday, August 12, 2015, at 6:00 p.m., in the cafeteria of the Albert Gallatin High School, 1119 Township Drive, Uniontown, PA 15401. Any interested member of the public may address the Board for a period of time not in excess of five (5) minutes. Members of the public wishing to speak may formally reserve the opportunity to speak by making a formal request to Dianne Patterson at 724-564-7190 ext. 8110. Members of the public not reserving a speaking time shall be permitted to address the Board in order of their appearance on a sign-up sheet, which shall be available at the time of the hearing. Written comments regarding said closing may be submitted to the Board Secretary, who shall deliver the same to the Board. Written comments shall be made a part of the hearing record, provided they are received before or during the public hearing.

Edward Colebank
Board Secretary
Albert Gallatin Area School District

